



Course Aims

This is an introductory course designed for any undergraduate student who has never studied Spanish before and is interested in learning this widely spoken language and about its vibrant cultures. This course practices the four skills of the language in an integrated manner through an action-oriented approach with the aid of a wide range of audiovisual and classroom materials. This beginner course will provide you with a sounding foundation of written and spoken Spanish at the level A1.1 according to the Common European Framework of Reference for Languages (CEFR), coupled with some tools for independent learning. It will also equip you with some basic knowledge for cross-cultural situations with Spanish speakers.

Intended Learning Outcomes (ILO)

Upon successful completion of this course, you will have the knowledge and skills to:

- 1. Communicate** at beginner's level that allows you to exchange basic information in the present tense, in formal and informal situations, regarding familiar topics such as providing personal information, expressing intentions and motivations, describing places, discussing shopping preferences and clothes.
- 2. Read**, interpret and comprehend simple authentic spoken, written and multimedia content (email, blog, note, essay) on familiar topics and address comprehension questions related to these.
- 3. Write** short texts dealing with everyday topics, such as a personal ad, a letter describing yourself, a note for a friend, or an email requesting basic information.
- 4. Discern** different Iberian and Latin American varieties of Spanish.
- 5. Identify** and describe different elements of Hispanic culture by focusing on current socio-cultural aspects.

Course Content

List of Topics Covered:

- Expressing greetings and farewells in intercultural situations
- Integrating the use of the alphabet in context
- Asking and giving personal information: informal and formal situations
- Expressing and reflecting about nationalities and languages
- Asking and giving information about jobs and workplaces
- Reflecting on gender and number agreement in Spanish
- Expressing intentions and explaining the motivations
- Describing places and reflecting on their cultural aspects, climate and weather
- Expressing shopping preferences and asking for different products and prices

Assessment

Component	Course LO Tested	Related Programme LO or 5Cs of Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. CA 1: eWorksheets	LO 1,2,3,4	Competence Communication	5%	Individual	N.A
2. CA 2: Written Test 1	LO 2,3,4	Competence Civic-mindedness Creativity Communication Character	25%	Individual	Appendix 1
3. CA 3: Written Test 2	LO 2,3,4	Competence Civic-mindedness Creativity Communication Character	25%	Individual	Appendix 2
4. CA 4: Oral Test 1	LO 1,2,3,4	Civic-mindedness Creativity Collaboration Communication Character	10%	Team	Appendix 3
5. CA 5: Oral Test 2	LO 1,2,3,4	Competence Civic-mindedness Creativity Communication Character	25%	Individual	Appendix 4
6. CA 6: Participation	all	Civic-mindedness Communication Character	10%	Individual	Appendix 5
Total			100%		

Formative feedback:

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both, students and teachers. All assessments in the course will receive feedback in a prompt and informative manner with specific reference to the Intended Learning Outcomes during or after the learning.

Tools used for formative assessment and learning implemented in this course are:

- **Classroom tasks:** Oral or written feedback for the tasks performed in groups or individually during each class session is given to you.
- **Complementary exercises:** Exercises comprising vocabulary, grammar and comprehension exercises are completed by students during the class. Oral feedback and corrections are provided in class.
- **Oral test 1 and Oral Test 2:** Quality feedback on the communication skills will be provided.
- **Discussion board:** The discussion board is used to develop and guide students writing skills throughout the course. You will receive feedback on your accuracy level of coherence and cohesion using the language. It also facilitates learning by allowing you to view and comment the work of others.
- **eLessons:** eLessons include both dynamic explanations and self-assessment exercises. A revision in class with interactive exercises provides you with formative feedback.
- **eWorksheets:** You can check the results and correct answers of online learning after you completed the online learning and eWorksheets.

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Action-Oriented Approach (following the CEFR recommendations) & blended learning	Through a wide range of learning material, such as textbook, videos, paired work and class activities, you are encouraged to participate in resembling-like or real-life tasks, role-plays and meaningful engaging in-class activities to develop the necessary receptive and productive skills in Spanish. Prior to the class, short video lectures and web links/materials posted NTULearn will get you ready for the interactive activities in class. This allows class time to be devoted to expanding on and mastering the material through collaborative learning exercises, projects, and discussions. After the lessons, grammatical concepts, vocabulary acquisition, listening, reading and writing skills are also further enforced through post-class exercises called eWorksheets. Online learning before and after class will support you in achieving the learning outcomes

Reading and References

Corpas, J. García, E. Garmendia, A. (2020) Aula Internacional Plus 1 - Libro del alumno. (Difusión)

Alonso Raya, R et al. (2005) Gramática básica del estudiante de español (Difusión)

Course Policies and Student Responsibilities

1) General

You are expected to complete all assigned pre-class and post-class activities, attend all tutorial classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for tutorial sessions you have missed. You are expected to participate in all tutorial discussions and activities.

2) Absenteeism

If you miss a tutorial session, you must inform your instructor via email prior to the start of the class. Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities. Please note that you will be awarded a zero grade if you do not attend any of your assessments. In order to be eligible for a re-test you must inform your tutor and the Spanish Language Coordinator before the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents also need to be submitted to your school for evaluation. If they warrant an excused absence, you will be granted an alternative test date. If a re-test is granted and scheduled, you must attend the re-test on the day and time provided; otherwise, you will be awarded a zero grade.

3) Compulsory assignments

You are required to submit online compulsory assignments on due dates. You should follow the guidelines provided for each of the written practices. Your participation should be personal and in no way you should submit the work of another person as this will be considered a form of academic dishonesty and will be treated as such. Remember that participating in the discussion board will help you improve your written skills in Spanish and will prepare for the written tests. This is a part of your class participation mark. You are required to attempt your online assignments during the scheduled time. The eWorksheets allow multiple attempts and the highest score will be considered.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Teaching Week	Topic	Course LO	Learning Activities
Week 1	<p>Introduction (course info in NTULearn). Talking about students' motivation to take up LS5001, importance of the language around the world. Introducing yourself and basic greetings in Spanish UNIDAD 0: EN EL AULA More about Greetings. Listening activity The alphabet. Practising Spelling Numbers 0-10 Introducing some classroom communication strategies. Elleson: Verbos ser y llamarse</p>	ALL	<p>Listening comprehension activities with audio-visual material</p> <p>Reading & writing activities</p> <p>Pair/ group work</p>
Week 2	<p>UNIDAD 1.: NOSOTROS Y NOSOTRAS Verb LLAMARSE to introduce oneself. Identifying Spanish Names and Surnames. Verb SER to express Nationality and Occupation. Introduction to the concept of agreement. Consolidating Vocabulary: Nationalities and gender/number agreement Vocabulary: Occupations and places of work. Verb TRABAJAR Different phrases to ask about someone's job Elleson: Países y Nacionalidades Eworksheet: 1. Las profesiones</p>	ALL	<p>Listening comprehension activities with audio-visual material</p> <p>Reading & writing activities</p> <p>Pair/ group work</p>
Week 3	<p>Ask and give Personal Information (introduction to some question words) Verb TENER and how to express age. Introduction to numbers 10-100 Fun fact about Spanish variants Usted/Tú/Vos Eworksheet: 2. Información Personal Recap activities to consolidate concepts from Unidad 1 Video UNA FIESTA</p>	ALL	<p>Listening comprehension activities with audio-visual material</p> <p>Reading & writing activities</p> <p>Pair/ group work</p>

Week 4	UNIDAD 2: QUIERO APRENDER ESPAÑOL Some concepts about Hispanic Culture Identifying noun gender Use of definite and indefinite articles Expressing Intention: QUERER + Infinitive Vocabulary: Leisure Activities Lesson: El género de los sustantivos Conjugation of verbs in the Present Tense. Understanding the 3 verb conjugations Talking about Languages. Talking about what you do in different languages Eworksheet: 3. El español y el mundo hispano	ALL	Listening comprehension activities with audio-visual material Reading & writing activities Pair/ group work
Week 5	Recap and practice. verb QUERER+ Infinitive More vocabulary on Leisure Activities. (*Me gusta +Inf) Text Format (How to write an email) Written Practice 1 on discussion board Differentiating “para que” vs “porque to express intention vs reason. Practice: por/para/porque Video “El español y yo” Eworksheet: 4. Revision Test 1 Preparing for Oral Test 1: Role play – Guidelines	ALL	Listening comprehension activities with audio-visual material Reading & writing activities Pair/ group work
Week 6	Review Unidad 2 Revision Session for Written Test 1. CA 2: WRITTEN TEST 1 CA 1: Submission Deadline	ALL	Revision activities written assessment
Week 7	UNIDAD 3: ¿DONDE ESTA SANTIAGO? Learn about Latin American and Spanish cultural facts and geography. Vocabulary: information about a country. Learn difference between “SER” and “ESTAR” Express existence (HAY) Recap on the use of HAY-SER-ESTAR to talk about a place Quantifiers: MUY/MUCHO Text Format (How to write a blog) Feedback CA 2 Written Test 1 and Q&A	ALL	Listening comprehension activities with audio-visual material Reading & writing activities Pair/ group work

	Written Practice 2 on Discussion Board CA 4: Deadline Submission		
Week 8	Qué vs Cuál Phrasing questions (more Interrogative Pronouns) Talk about seasons and climate Different types of weather Use the superlative Review Unidad 3 Video Curiosidades de Venezuela Cultural Contest Activity	ALL	Listening comprehension activities with audio-visual material Reading & writing activities Pair/ group work
Week 9	UNIDAD 4: ¿CUÁL PREFIERES? Introduction to vocabulary for clothes and different places for shopping Describing clothes (reinforcing gender/number agreement) Verbs COMPRAR, LLEVAR El lesson: La Ropa y yo Recap on Describing Clothes Expressing Preferences. Verb PREFERIR Vocabulary on everyday items for travelling Express obligation (modal verb "TENER QUE + infinitivo")	ALL	Listening comprehension activities with audio-visual material Reading & writing activities Pair/ group work
Week 10	Use of article + adjective Reinforcing Verb GUSTAR Numbers over 100 Talking about shops: VIDEO Mis tiendas Favoritas Este/esta/estos/estas Review Cuál-cuáles-qué Verb COSTAR Dialogue: Buying clothes in a shop	ALL	Listening comprehension activities with audio-visual material Reading & writing activities Pair/ group work
Week 11	Review Unidad 4 REVISION SESSION FOR WRITTEN TEST 2 CA 3: WRITTEN TEST 2	ALL	Revision activities Written assessment
Week 12	CA 5: ORAL TEST (Session 1 & 2)	ALL	Oral Interview with lecturer

Appendix 1: Assessment Rubric for Written Test 1, Written Task. (10 marks)

	GRAMMAR / 4		CONTENT AND ORGANIZATION / 4		FORMAT / 2
4	<ul style="list-style-type: none"> Constructs clear and varied sentences with correct word order. Consistently uses basic grammatical structures correctly and successfully attempts some more complex structures. Spelling and punctuation are mostly accurate, with very occasional errors or no errors. 	4	<ul style="list-style-type: none"> All content is relevant to the topic and uses a wide variety of vocabulary effectively throughout the assignment. Information is very well-organized with clear logical flow and good use of connections. 		
3	<ul style="list-style-type: none"> Sentences are mostly clear, with minor errors in structure. Mostly correct use of basic grammatical structures, with occasional errors as well as in attempting to create more complex structures. Minor errors in spelling and punctuation that do not impede understanding. 	3	<ul style="list-style-type: none"> Most content is relevant and uses some variety of vocabulary accurately. Information is mostly organized, with use of some connectors. 		
2	<ul style="list-style-type: none"> Sentence structure is sometimes unclear or incorrect. Some errors in basic grammar, affecting clarity. No attempt of using more complex structures Noticeable errors in spelling and punctuation that occasionally hinder understanding. 	2	<ul style="list-style-type: none"> Some content is relevant, but there are off topic sections and uses limited variety of vocabulary. Organization is weak, with only a few connectors used. 	2	<ul style="list-style-type: none"> Task shows all text format requirements
1	<ul style="list-style-type: none"> Sentences are frequently unclear, making it hard to follow. Persistent errors in basic grammar, making the text difficult to understand Frequent spelling and punctuation errors that significantly impede understanding. 	1	<ul style="list-style-type: none"> Content is largely irrelevant or off-topic and rarely uses the required vocabulary or uses it incorrectly. Information is poorly organized and lacks use of connectors. 	1	<ul style="list-style-type: none"> Task shows some text format requirements
0	<ul style="list-style-type: none"> Task does not fulfil any of the above requirements 	0	<ul style="list-style-type: none"> Task does not fulfil any of the above requirements 	0	<ul style="list-style-type: none"> Task does not show any text format requirements

Appendix 2: Assessment Rubric for Written Test 2, Written Task (15 marks)

	GRAMMAR / 7		CONTENT AND ORGANIZATION / 6		FORMAT / 2
7	<ul style="list-style-type: none"> Constructs clear and varied sentences with correct word order. Consistently uses basic grammatical structures correctly and successfully attempts some more complex structures. Spelling and punctuation are mostly accurate, with very occasional errors or no errors. 	6	<ul style="list-style-type: none"> All content is relevant to the topic and uses a wide variety of vocabulary effectively throughout the assignment. Information is very well-organized with clear logical flow and good use of connections. 		
5/6	<ul style="list-style-type: none"> Sentences are mostly clear, with minor errors in structure. Mostly correct use of basic grammatical structures, with occasional errors as well as in attempting to create more complex structures. Minor errors in spelling and punctuation that do not impede understanding. 	4/5	<ul style="list-style-type: none"> Most content is relevant and uses some variety of vocabulary accurately. Information is mostly organized, with some logical flow and good use of connectors. 		
3/4	<ul style="list-style-type: none"> Sentence structure is sometimes unclear or incorrect. Some errors in basic grammar, affecting clarity. No attempt of using more complex structures Noticeable errors in spelling and punctuation that occasionally hinder understanding. 	2/3	<ul style="list-style-type: none"> Some content is relevant, but there are off topic sections and uses limited variety of vocabulary. Organization is weak, with only a few connectors used. 	2	<ul style="list-style-type: none"> Task shows all text format requirements
1/2	<ul style="list-style-type: none"> Sentences are frequently unclear, making it hard to follow. Persistent errors in basic grammar, making the text difficult to understand Frequent spelling and punctuation errors significantly impede understanding. 	1	<ul style="list-style-type: none"> Content is largely irrelevant or off-topic and rarely uses the required vocabulary or uses it incorrectly. Information is poorly organized and lacks use of connectors. 	1	<ul style="list-style-type: none"> Task shows some text format requirements
0	<ul style="list-style-type: none"> Task does not fulfil any of the above requirements 	0	<ul style="list-style-type: none"> Task does not fulfil any of the above requirements 	0	<ul style="list-style-type: none"> Task does not show any text format requirements

Appendix 3: Assessment Rubric for Oral Test 1 – Roleplay (20 marks)

Criteria A: Creativity and Presentation (5 marks)

5	3-4	1-2	0
Excellent quality of audio and video format. Setting enhances role-play. Dialogue is very realistic and convincing	Good quality audio. Some elements are creative. Adequate setting. Dialogue is mostly realistic with minor deviations.	Some background noise interferes with understanding. Setting is somewhat effective but lacks polish. Dialogue is a bit realistic with minor deviations.	Dialogue difficult to understand due to low quality of audio. Little to no use proper setting. Dialogue is unrealistic and forced.

Criteria B: Grammar and Vocabulary (5 marks)

5	3-4	1-2	0
Use a wide range of vocabulary accurately and appropriately. Wide variety of topics learnt are included. Grammar is accurate with no errors. Language is authentic and perfectly reflects concepts learnt.	Uses a good range of vocabulary with minor errors. Some variety of topics learnt are included. Few minor grammar errors. A few expressions lack authenticity and do not reflect concepts learnt.	Uses limited vocabulary with some errors. Only a few of the topics learnt are included. Noticeable grammar errors, but the meaning is clear. Some language concepts lack authenticity and don't relate to the syllabus.	Uses very basic vocabulary with frequent errors. Frequent grammar errors that impede understanding. Most language concepts are not related to the program and lacks authenticity.

Criteria C: Pronunciation and Intonation (5 marks)

5	3-4	1-2	0
Pronunciation is very clear and easy to understand. Intonation clearly enhances meaning , and communicative intent	Pronunciation is mostly clear , with minor issues. Intonation is mostly appropriate	Pronunciation is understandable but somewhat unclear . Intonation is often monotonous , inconsistent or unnatural	Pronunciation is often unclear or difficult to understand . Intonation is frequently incorrect or absent

Criteria D: Fluency and Interaction (5 marks)

5	3-4	1-2	0
The student speaks fluidly, without noticeable pauses or hesitations. Interaction is highly engaging and natural without any reliance on the script.	The student speaks with few pauses or hesitations. They interact well but might have occasional moments of hesitation and/or need to refer to script. Interaction is engaging with minor awkward moments.	The student has frequent pauses and hesitations. Their responses may sometimes be disjointed and there are numerous references to the script. Interaction is somewhat engaging.	The student struggles with frequent, prolonged pauses and hesitations . Their speech is choppy and lacks coherence, resulting in constant reliance on the script. Interaction is not engaging.

Appendix 4: Assessment Rubric for Oral Test 2 – Interview (20 marks)

Productive Skills		Receptive and Interaction Skills
9-10	<p>Answers are correct and communication is very effective. Pronunciation and intonation always facilitate the message comprehension. Varied and always effective vocabulary used. Basic and more complex grammatical structures are used correctly.</p>	<p>Comprehension is good and interaction is kept all the time. Student answers and demonstrates comprehension. Student provides appropriate and detailed information. Student keeps the conversation and provides some personal information.</p>
7-8	<p>Answers are correct and communication is effective. Pronunciation and intonation facilitate the message comprehension. Varied and effective vocabulary used. Basic and some more complex grammatical structures are used correctly.</p>	<p>Comprehension is good and interaction is kept most of the time. Student answers and demonstrates comprehension most of the time. Student provides appropriate information. Student keeps the conversation.</p>
5-6	<p>Answers and communication are generally effective. Pronunciation and intonation generally facilitate the message comprehension. Varied vocabulary used. Basic and a limited variety of more complex grammatical structures are used correctly.</p>	<p>Comprehension and interaction are generally kept. Student answers and generally demonstrates comprehension. Generally, student provides appropriate information. Generally, student keeps the conversation.</p>
3-4	<p>Answers and communication are partially effective. Pronunciation and intonation occasionally limit the message comprehension. Occasionally varied vocabulary used. Most of the basic grammatical structures are used correctly.</p>	<p>Comprehension and interaction are partially kept. Student answers and only demonstrate comprehension occasionally. Occasionally student provides appropriate information. Student partially keeps the conversation: some questions need to be repeated or reformulated.</p>
1-2	<p>Answers and communication have a limited effectiveness. Pronunciation and intonation limit the message comprehension. Limited vocabulary used. Some basic grammatical structures are used correctly but these are isolated and of limited variety.</p>	<p>Comprehension and interaction are limited. Student provides limited answers and rarely demonstrates comprehension. Student provides little appropriate information. Student's participation in the conversation is limited: most of the questions need to be repeated or reformulated.</p>
0	<p>Communication does not reach any of the specified levels by the above descriptors.</p>	<p>Comprehension and interaction do not reach any of the specified levels by the above descriptors.</p>

Appendix 5: Assessment Rubric for CA 6 Participation (10 marks)

The marks are calculated based on two components:

1. Written practice in the Discussion Board
2. Classroom participation

1. Written practice in Discussion Board (4 points):

Students need to submit all.

- Full marks if all written practices were attempted and submitted on time.
- 2-point deduction for each written practice not submitted

2. Classroom participation (6 points)

Students ought to participate actively in all classroom activities. Active participation:

- 5-6 points: Student extremely shows active participation (group discussion, activities, asking and answering questions). Student always comes prepared to class.
- 3-4points: Student show regular participation, active in group discussion and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.
- 1-2 points: Student show adequate participation, moderately active in group discussions, yet only offers answers on being called upon. Sometimes unprepared and might not have completed the assigned homework.
- 0 points: Student does not show active participation, does not participate in group discussions, is not prepared, and generally does not complete the assigned homework